2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

REVISED 3-30-05 Type of School: __ Elementary __ Middle _X_ High __ K-12

Name of Principal Dr. Vonn Murray
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Bruceville-Eddy High School
(As it should appear in the official records)

School Mailing Address 1 EagleDrive
(If address is P.O. Box, also include street address)

Eddy, Texas 76524+3321
City State Zip Code+4 (9 digits total)

County McLennan School Code Number* 161-919

Telephone (254)859-5533 Fax (254) 859-5001

Website/URL www.brucevilleeddyisd.net E-mail vonnm@eddy-isd.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date 2/10/05
(Principal's Signature)

Name of Superintendent* Mr. Dan Doyen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bruceville-Eddy ISD Tel. (254) 859-5525

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date 2/10/05 (Superintendent's Signature)_____

Name of School Board Mr. Ki Jones
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school years.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   1 Elementary schools
   0 Middle schools
   1 Junior high schools
   1 High schools
   3 Other –Intermediate, Achievement Center & Success

   6 TOTAL

2. District Per Pupil Expenditure: 4,316.00

   Average State Per Pupil Expenditure: 5,551.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [x] Small city or town in a rural area
   [ ] Rural

4. 14 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**			
K				**8**			
1				**9**			
2				**10**	38	27	65
3				**11**	34	36	70
4				**12**	33	31	64
5				**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					199

6. Racial/ethnic composition of the students in the school:

88 % White
1 % Black or African American
11 % Hispanic or Latino
0 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 14 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	10
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	22
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	32
(4)	Total number of students in the school as of October 1	227
(5)	Subtotal in row (3) divided by total in row (4)	1
(6)	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 1 %
1 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 27 %

Total number students who qualify: 62

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __27____%
__62____Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	_3__Other Health Impaired
____Deaf-Blindness	_56_Specific Learning Disability
__8_Emotional Disturbance	____Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
_5__Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	___2____	_____
Classroom teachers	___15____	___*___
Special resource teachers/specialists	____1___	_____
Paraprofessionals	____3___	_____
Support staff	___5____	_____
Total number	___26____	_____

* 4.5 FTE'S Shared with Jr. High (grades 6,7,8,9)

12. Average school student-"classroom teacher" ratio: ___15____

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95 %	95 %	96 %	NA%	NA%
Daily teacher attendance	97 %	97 %	98 %	NA%	NA%
Teacher turnover rate	1%	0%	0 %	NA%	NA%
Student dropout rate (middle/high)	0%	0%	0 %	NA%	NA%
Student drop-off rate (high school)	0%	4 %	0 %	NA%	NA%

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	64
Enrolled in a 4-year college or university	16 %
Enrolled in a community college	64 %
Enrolled in vocational training	9 %
Found employment	3 %
Military service	8 %
Other (travel, staying home, etc.)	%
Unknown	%
Total	100 %

PART III - SUMMARY

Bruceville-Eddy High School is located in rural central Texas and serves as a 10-12 public school facility serving between 199 and 225 students. We offer a wide variety of curricular and extra-curricular offerings in a safe, clean, and respectful environment. Our district is composed of students from a wide range of economic backgrounds, with over 40% economically disadvantaged in the lower grade levels, and currently 29% at the high school level. The high school has been an Exemplary campus from 1996-2003, a Texas Monthly Five Star Campus in 2002, and a recognized campus in 2004.

The mission of Bruceville-Eddy High School is to provide instruction at the highest level of quality with equality for all students. In a cooperative effort of school, home and community, our youth will be prepared to meet the challenge of the future. Our slogan is "If Better is Possible, Then Good is not Enough." Our world is in a period of dramatic change with the war on terror, economic conditions, technology and the merging of psychology, biology, and education research. The community is also changing, growing, and we are working rapidly to keep pace.

The vision of Bruceville-Eddy High School is to create a learning environment that will unlock the full potential of each student and to serve mankind with greatness. We seek to develop the whole student, with a focus on real world skills by establishing links between academic achievement and post-secondary goals. All students will acquire a strong basic education foundation, skills, opportunities, resources and technology to develop their abilities to think critically and creatively, problem solve and communicate effectively. Each student will acquire knowledge of their responsibilities, rights of citizenship, and an appreciation of our democratic heritage.

Our school has high expectations for achievement that enable us to maintain consistent efforts toward providing a quality education. We utilize a SBDM committee and academic teams in order to focus our efforts upon data found in our needs assessments and student assessments. During the last several years about 80% of our students have pursued some type of post-secondary education or training. The other 20% of our students usually choose either the military or work. Over 90% of our students participate in some type of extracurricular activity or student club. We currently have an extra-curricular random drug testing policy in order to focus our efforts on setting a high standard for our youth. Our sponsors also emphasize academics before athletics with required tutoring and eligibility standards.

During the past several years we have added girls' volleyball, softball, student council, pre-AP and AP classes, one interactive TV lab for college dual credit courses, an Independent Study course for the

Distinguished Achievement Program (DAP), Principles of Technology (PT1), Building and Construction Trades, and Calculus. In 2004-2005 we have also added Grand Central Station (GCS), a learning lab designed for failing or struggling students. We have combined GCS with our content mastery lab. One teacher and an aide lead the use of computer technology to assist the learner with differentiated instructional methods. The GCS program at other Texas schools has been recognized by Governor Rick Perry's office as a promising practice in Texas.

It should be noted that Bruceville-Eddy has several unique circumstances. We have a residential treatment facility in our district that houses secondary level girls who have been placed there by court order, child protective services, or other mandated services. Many of these girls have a special education designation, and many of these students move in and out of our district based on a variety outside factors. These girls receive special education services at our Achievement Center, but they are also placed on the high school campus through the ARD process. In addition, we are centrally located to four other districts, and our school district is located on the I-35 corridor. Finally, based on a special education program evaluation that the district completed in 2004, we discovered that the high school receives a higher than expected percentage of special education transfer students from other districts and the middle school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Meaning of Assessment Results

Until 2003 we used TAAS assessments, which were scored by the Texas Education Agency (TEA), and the TEA generated school report cards that were sent to districts and campuses for teachers, students, parents and the community. During the last three years, we have switched to the TAKS assessment system, which is based on a more rigorous curriculum and test. The results of these assessments are evaluated by administration and staff to identify strengths and areas that need improvement.

At Bruceville-Eddy High School, we have been vertically and horizontally aligning our curriculum to the new TEKS state standards. The high school has provided benchmark assessments to assist in adjusting the curriculum to better prepare our students for these standards. In addition, adjustments have been made in scope and sequence timelines, assessments, and lesson plans based upon achievement data.

The TAKS test includes reading, writing, mathematics, social studies, and science. Students with scores below 77% are placed in additional reading, writing, and/or mathematics classes. Our goal has been to help the students reach 85% mastery. In addition, students have a 30 minute daily tutorial three days a week in the four core areas. Each student will rotate to a new discipline each six weeks. Students are grouped based upon objectives not mastered and needs. Special education students receive instruction in mainstream classes, resource classes, tutoring sessions, additional classes, and the ARD committee determines the appropriate assessment level based upon the instructional level and the modifications used in the IEP. All of our special education students have reached their ARD IEP assessment goals and demonstrated growth from the previous year.

Each core team of teachers reviews the local assessments each six weeks and each semester. They use benchmark assessments four times a year, as well as analyzing the end-of-year state assessments. This combination of data gives us a good snapshot of each student's strengths and needs. In addition, this process helps us to refine the curriculum based upon what the students are calling for. Finally, we review year to year student achievement growth and encourage our students to strive to achieve the level of college readiness.

Using Assessment Data

Bruceville-Eddy High School uses and analyzes all state and local assessment data for trends, strengths and weaknesses. We disaggregate results by grades, teachers, subjects, objectives and students. We review the state data in order to revise our curriculum, lesson plans, scope and sequence and local assessments. In addition, we use our local benchmark assessments to adjust curriculum quarterly, and we use our semester exam analysis by objective to adjust our scope and sequence, lesson plans, and curriculum alignment by semester. Individual student results are also used to identify those that need additional classes, tutoring, review camps, GCS learning lab support, state compensatory tutoring services or special education services.

Teachers meet in teams by subject area to discuss areas of concern and to formulate extra learning camps, make changes in lesson plans, curriculum, and scope and sequence. During the last three years, we have further adjusted our curriculum, scope and sequence, lesson plans and timelines, as well as local assessments to prepare our students for mastery of state standards. Each teacher has a notebook with the state standards, their curriculum, scope and sequence, assessment calendar timelines, lesson plans, and assessments. Each teacher's notebook is organized for continual use, and a copy is placed in the GCS learning lab for facilitating progress of students failing or identified as needing level one intervention. This year we are planning to move to a web based curriculum mapping management system called Rubicon Atlas during 2005. Finally, teachers deconstruct test items to further understand the state standards for revised curriculum alignment and teaching students to understand what they need to know to master a standard with depth and complexity.

Communicating Assessment Data

Each year a state campus report card is mailed to every parent. In addition, every student and parent receives an individual student performance report. The teachers and counselor also review the results with every student. School results are published in the local newspaper as well as state and regional newspapers. We also send home a three week progress report, a six week report card and a parent newsletter with an overview of the assessment results. In addition, the TEA website is available for anyone to examine data from all districts in the state. General performance of our students, such as A/AB honor roll are communicated through the local newspaper and are displayed in our hallways. Finally, award assemblies are used to recognize academic achievement.

Sharing Successes

The high school principal has networked with other principals in the area to discuss areas of school improvement, technology integration, curriculum alignment, and assessment processes related to state standards. We also participate in a regional wide meeting twice a year where informal or formal discussions take place. In addition, we participate in the Texas Association of Secondary School Principals annual state convention where information is shared formally and informally. Furthermore, a team of teachers and the principal have presented the process of an innovative Independent Study course at two state conferences several years ago. Finally, six-week meetings are held with vertical and horizontal teacher teams to discuss curriculum and assessment that is working for our local students. The four core team of teachers also meet weekly to collaborate about their lesson plans for student learning improvement. The administrators and teachers would be glad to share any of our success stories with other campuses within the district, area, region or state. We also have an interactive TV lab that can be used to share success stories and learn from other educators.

PART V – CURRICULUM AND INSTRUCTION

The School's Curriculum

We have aligned our curriculum to the state TEKS, which are the state curriculum standards. We have focused on creating more depth and complexity from the curriculum standards and have aligned the curriculum vertically and horizontally, eliminating overlaps and filling in any gaps. We continue to adjust our scope and sequence, assessments, and curriculum based upon the analysis of the data. In addition, the integration of technology is being used as part of classroom instruction. The teachers and the students are using laptop computers, a wireless i Mac computer lab, a Dell computer lab and Apple computer lab.

The core curriculum consists of English language arts, mathematics, science and social studies. The state requires two years of science, but we require three years of science. We also offer Spanish I, II, III, career and technology courses in family consumer sciences and agriculture sciences. In addition, we offer building construction, computer technology, drama, art, band, dance, physical education, various athletics, reading improvement, technical writing, accounting, introduction to business and advanced placement classes.

In mathematics, we offer Algebra through Calculus and our focus is on a spiraling technique to master the standards. The focus in language arts is on reading, writing, communication, language mechanics, novels and other literature. Teachers evaluate the reading level for modifications and differentiated instruction. Science instruction is lab based using hands on activities for much of the instruction. With a change in the coaching staff, we have new social studies teachers, who have been orientated and are involved in upgrading the social studies curriculum scope and sequence and assessments aligned to the standards. This school year we added a Building Trades/Construction teacher and curriculum that is meeting the real world needs of many students. Finally, during the 2005-2006 school year, we will be adding an additional Spanish teacher for extra sections of Spanish I and II, and one new section of Spanish IV.

English Language Curriculum

Students are required to pass four years of English. They must earn a 70 each semester in order to gain full credit, and semesters are not averaged together to gain credit for the year. The TEKS are the standards that drive the curriculum. Students must also read from additional literature books to increase their performance level. There is an emphasis on reading and writing skills with depth and complexity and research skills for real world applications. Student assessment results are required, and the results are reviewed with all students. Curriculum and teaching methods are collaboratively adjusted to improve instruction and learning. Students read and study American and British drama, fiction and non-fiction. Teachers and students discuss their work to analyze reading, improve vocabulary and reading comprehension. Some other examples of the English curriculum are: main idea, foreshadowing, mood, identifying text, improving cause, identifying the meaning of figurative language, text proving effect, creating tension in the plot, using daily oral language each day for sentence order, comma usage, effective sentence construction, and the use of punctuation and mechanics. In addition, the English department teaches summary, main idea, syntax, word choice, and proofreading. The Accelerated Reader Program is also used by teachers, but is stressed through the library, and they have a reward system to encourage more reading. Students below grade level in reading have modified instruction, extra tutoring, Accelerated Reader, can have an extra reading class, and reading improvement is also available through special education services through the ARD committee. Finally, the new Grand Central Station program supports extra reading help, reading time, and use of new technology to assist the student. We are adding an additional reading improvement section and a math lab section to the master schedule for the 2005-2006

year to provide more assistance in a small group setting for those that have demonstrated the most need.

Other Curriculum

During the 2001-2002 school year, we received a Telecommunication Infrastructure Fund (TIF) technology grant, which allowed us to add courses in Desktop Publishing, Multimedia, Video Technology, Web Mastering, Digital Graphics and Animation, Independent Study of Technology Applications and expand an Independent Study course. These students are helping maintain the school webpage, produce digital pictures for local newspapers, produce a senior prom/graduation video, as well as producing other student projects. In addition, in our Independent Study course, our students research individual career aspirations, job shadow, correspond with e-mail mentors, and produce final products related to their career aspiration utilizing all the technologies, English and communication skills. These curriculum offerings are part of our mission "If Better is Possible, Then Good is not Enough". We want to create a learning environment that will unlock the full potential of each student. We believe that real world skills learned and applied will establish a link between academic achievement and post-secondary goals.

Different Instructional Methods Used to Improve Student Learning

Students at Bruceville-Eddy High School are exposed to a wide variety of instructional methods. Teachers receive training in modifications, differentiated instruction, cooperative learning, hands on learning activities, lab activities, research, technology for projects using the wireless computer lab, student projects and presentations, cross curriculum integration activities, team teaching, and other new brain research based methods. The staff has also spent some time with curriculum mapping basics, vertical and horizontal alignment of the curriculum, deconstruction of assessment items, use of data analysis to adjust timelines and instructional methods. We have also used research based classroom management strategies to enhance teaching. A reward system is in place for high attendance, good grades, as well as a systematic approach for one-on-one tutoring, a pre-referral process for the GCS learning lab, and individualized instruction in special education. We also offer college dual credit through the interactive TV lab, as well as supporting a gifted and talented program in the four core areas, which focuses on student research and projects.

Professional Development Program

Professional development is linked to the improvement of instruction and maintaining a safe and positive learning environment. Teachers are provided with four professional development days each year, and they are also provided four early release staff development days. Teachers also attend training updates in gifted and talented, ESL, special education, technology, as well as any other required professional staff development. In addition, teachers attend AP workshops, and teachers have attended state conventions such as the state science convention, and the state mathematics convention. Other staff development has included learning styles, cooperative learning, Texas Behavior Support Initiative, Crisis Prevention Intervention, School Safety, Drug Free Schools, Bullying, TEKS Academies, Dyslexia, ADD, and ADHD.

Our new GCS learning lab teacher and aide attended ten days of staff development in order to implement the learning lab processes. Their training included learning styles inventory, dyslexia, ADD and ADHD. They also had training in use of Kurzweil reader, which is used in helping failing students succeed and struggling readers pass core subjects, as well as improve their reading skills. Kurzweil allows the scanning of any textbook, and it will read at different speeds to students while it highlights the text and pronounces the words, as well as giving definitions to any word a student does not understand. In addition, they had training in Study Hall 101, where teachers use the computer software program in a game format for review and to learn important information in a different way than taught by their teachers.

Our teachers have also received technology training which is evaluated and updated based on each level using the Texas Star Chart, which is a Texas based technology training evaluation and planning process. Training is used to increase the teachers' ability to use their computer. In addition, the teachers teach the students to use technology in classroom projects. Additional staff development and ongoing team meetings are held to bring all the staff together to focus on common goals related to our mission of improving student achievement. Finally, we use the Professional Development Appraisal System to ensure implementation of curriculum strategies, assessments, and to promote professional growth in targeted areas.

PART VII - ASSESSMENT RESULTS

Texas Tenth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 10 Test Texas Assessments of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

*Data masked by TEA and NA is not available or not applicable	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month- February	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	4%	5%	NA		
(TAKS) % Met Standard	98%	92 %	NA		
(TAAS) % Met Minimum Standards	NA	NA	100%		
Number of students tested	56	60	60		
Percent of total students tested	72%	74%	78%		
Number of students alternatively assessed	22	22	16		
Percent of students alternatively assessed	28%	26%	21%		
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	0%	0%	NA		
(TAKS) % Met Standard	99%	100%	NA		
(TAAS) % Met Minimum Standards	NA	NA	100%		
Number of students tested	16	13	15		
2. African American					
(TAKS) % Commended Performance	*	*	NA		
(TAKS) % Met Standard	*	*	NA		
(TAAS) % Met Minimum Standards	*	*	NA		
Number of students tested	*	*	0		
3. Hispanic					
(TAKS) % Commended Performance	*	0%	NA		
(TAKS) % Met Standard	*	80%	NA		
(TAAS) % Met Minimum Standards	*	NA	100%		
Number of students tested	*	5	8		
4. White					
(TAKS) % Commended Performance	4%	6%	NA		
(TAKS) % Met Standard	98%	93%	NA		
(TAAS) % Met Minimum Standards	NA	NA	100%		
Number of students tested	52	54	NA		
STATE SCORES					
(TAKS) % At or above Commended Performance	4%	5%	NA	NA	NA
(TAKS) % At or Above Met Standard	75%	72%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	94%	90%	90%

*Data masked by TEA and NA is not available or not applicable
**In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school years and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

Texas Tenth-Grade Criterion-Referenced Math Test

Subject Math Grade 10 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

*Masked by TEA and NA is not available or not applicable	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month-April	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	7%	7%	NA		
(TAKS) % Met Standard	94%	88	NA		
(TAAS) % Met Minimum Standards	NA	NA	98%		
Number of students tested	55	59	59		
Percent of total students tested	72%	74%	78%		
Number of students alternatively assessed	22	22	16		
Percent of students alternatively assessed	28%	26%	21%		
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	0	0	NA		
(TAKS) % Met Standard	93%	100%	NA		
(TAAS) % Met Minimum Standards	NA	NA	100%		
Number of students tested	15	13	14		
2. African American					
(TAKS) % Commended Performance	*	*	NA		
(TAKS) % Met Standard	*	*	NA		
(TAAS) % Met Minimum Standards	*	*	NA		
Number of students tested	*	*	0		
3. Hispanic					
(TAKS) % Commended Performance	*	0%	NA		
(TAKS) % Met Standard	*	100%	NA		
(TAAS) % Met Minimum Standards	*	NA	100%		
Number of students tested	*	5	9		
4. White					
(TAKS) % Commended Performance	7%	7%	NA		
(TAKS) % Met Standard	94%	92%	NA		
(TAAS) % Met Minimum Standards	NA	NA	97%		
Number of students tested	52	53	50		
STATE SCORES					
(TAKS) % At or above Commended Performance	8%	7%	NA	NA	NA
(TAKS) % At or Above Met Standard	63%	73%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	89%	86%

*Data masked by TEA and NA is not available or not applicable **See explanation on page 13

Texas Eleventh-Grade Criterion-Referenced Reading Test

Subject Reading Grade 11 Test Texas Assessments of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

* Data masked by TEA and NA is not available or not applicable	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month- February	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	24%	4%	NA		
(TAKS) % Met Standard	96%	90%	NA		
(TAAS) % Met Minimum Standards	NA	NA	NA		
Number of students tested	56	57	NA		
Percent of total students tested	78%	84%	NA		
Number of students alternatively assessed	16	11	NA		
Percent of students alternatively assessed	22%	16%	NA		
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	11%	4%	NA		
(TAKS) % Met Standard	99%	90%	NA		
(TAAS) % Met Minimum Standards	NA	NA	NA		
Number of students tested	9	10	NA		
2. African American					
(TAKS) % Commended Performance	*	*	NA		
(TAKS) % Met Standard	*	*	NA		
(TAAS) % Met Minimum Standards	NA	NA	NA		
Number of students tested	*	*	NA		
3. Hispanic					
(TAKS) % Commended Performance	*	0%	NA		
(TAKS) % Met Standard	*	100%	NA		
(TAAS) % Met Minimum Standards	NA	NA	NA		
Number of students tested	*	7	NA		
4. White					
(TAKS) % Commended Performance	26%	5%	NA		
(TAKS) % Met Standard	96%	88.4%	NA		
(TAAS) % Met Minimum Standards	NA	NA	NA		
Number of students tested	47	43	NA		
STATE SCORES					
(TAKS) % At or above Commended Performance	10%	5%	NA	NA	NA
(TAKS) % At or Above Met Standard	87%	69%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	NA	NA	NA

*Data masked by TEA and NA is not available or not applicable ****See explanation on page 13**

Texas Eleventh-Grade Criterion-Referenced Math Test

Subject Math Grade 11 Test Texas Assessment of Knowledge and Skills

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*Masked by TEA and NA is not available or not applicable	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month -April	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	17%	7%	NA		
(TAKS) % Met Standard	99%	94%	NA		
(TAAS) % Met Minimum Standards	NA	NA	NA		
Number of students tested	56	57	NA		
Percent of total students tested	78%	84%	NA		
Number of students alternatively assessed	16	11	NA		
Percent of students alternatively assessed	22%	16%	NA		
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	11%	0%	NA		
(TAKS) % Met Standard	99%	100%	NA		
(TAAS) % Met Minimum Standards	NA	NA	NA		
Number of students tested	11	10	NA		
2. African American					
(TAKS) % Commended Performance	*	*	NA		
(TAKS) % Met Standard	*	*	NA		
(TAAS) % Met Minimum Standards	NA	NA	NA		
Number of students tested	*	0			
3. Hispanic					
(TAKS) % Commended Performance	*	0%	NA		
(TAKS) % Met Standard	*	100%	NA		
(TAAS) % Met Minimum Standards	NA	NA	NA		
Number of students tested	*	5	NA		
4. White					
(TAKS) % Commended Performance	18%	2%	NA		
(TAKS) % Met Standard	99%	93.3%	NA		
(TAAS) % Met Minimum Standards	NA	NA	NA		
Number of students tested	49	50	NA		
STATE SCORES					
(TAKS) % At or above Commended Performance	15%	6%	NA	NA	NA
(TAKS) % At or Above Met Standard	85%	68%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	NA	NA	NA

*Data masked by TEA and NA is not available or not applicable ****See explanation on page 13**